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CURRICULUM P1, J1

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INTERIM REVISION/ENGLISH

INTRODUCTION

There are two main divisions in the course. The first section, entitled SYLLABUS, consists of introductory statements, aims, and summaries of language development. The second section, entitled SUGGESTIONS, outlines the kind of attitudes, methods, and materials that are necessary for achieving the aims of the course.

The suggestions are by no means comprehensive. A wealth of aids of many kinds is available or aids may be developed by teachers, by various committees and groups, or obtained from commercial sources. Handbooks, manuals, and teachers' guides can aid teachers in planning learning experiences for children. The production of curriculum guides would be a valuable in-service activity for teachers.

A. SYLLABUS

A language program must be planned to develop the total area of communication in which the skills of listening, speaking, reading, and writing are integrated. It should be based on a knowledge of the needs, abilities, and interests of the individual child, and related to his growth. The basic aim is to help each child develop his own potentiality so that he may listen thoughtfully, speak effectively, read critically, and write creatively.

The close relationships among the various aspects of the language program must be emphasized. Expression takes place through talking and writing; understanding of expression comes through listening and reading. Essential to expression and understanding is a background of concepts and experiences. Consequently, the learning experience should be developed in connection with purposeful activities closely related to the practical problems of daily life.

Large blocks of time in the daily program can provide flexibility in the purpose, kind, and sequence of language experiences. The result will be evident in the quality and richness of the ideas and feelings which the children express, and in the competence of the skills and techniques which they use in expressing them.

LISTENING

Training in listening, which is the most frequently used of the arts of language, is vital, exacting, and difficult because many children are conditioned by their experiences outside of school to disregard to a considerable extent what they hear. Obviously, a period should not be added to the day in order to give instruction in listening but the teacher must recognize the need for training in listening. He must be alert to classroom situations in which listening is needed, and must use opportunities that call for varied types of listening.

In the world today radio, recordings, movies, filmstrips, and television are significant tools of communication. If they are not explored and used well, education may miss an opportunity to take advantage of valuable teaching aids. Children need direction for developing techniques of listening and viewing. They

need experience in watching and listening critically. The teacher must guide children in the use of these media just as he must guide them in the use of books.

SPEAKING

Planned instruction in effective speaking is more difficult than in any other language art because of the highly individualistic character of speech. No matter how different a child's speech may be, to him it sounds like the speech of others. Correct speech patterns are built up only when the more acceptable forms become familiar to the ear and the tongue. Acceptable patterns are learned by use and not by rule. Instruction in correct form should be based on children's errors and should be individual and specific. Content and purpose must take precedence over details of form. What a child has to say and what he experiences in the process of saying it are of major importance.

Teachers must provide an environment which challenges, teaches, stimulates, and affords opportunities for speaking. This can be achieved by a flexible arrangement of time and equipment and a maximum utilization of children's interests. It can be accomplished where there is a sincere respect for each child and his ideas.

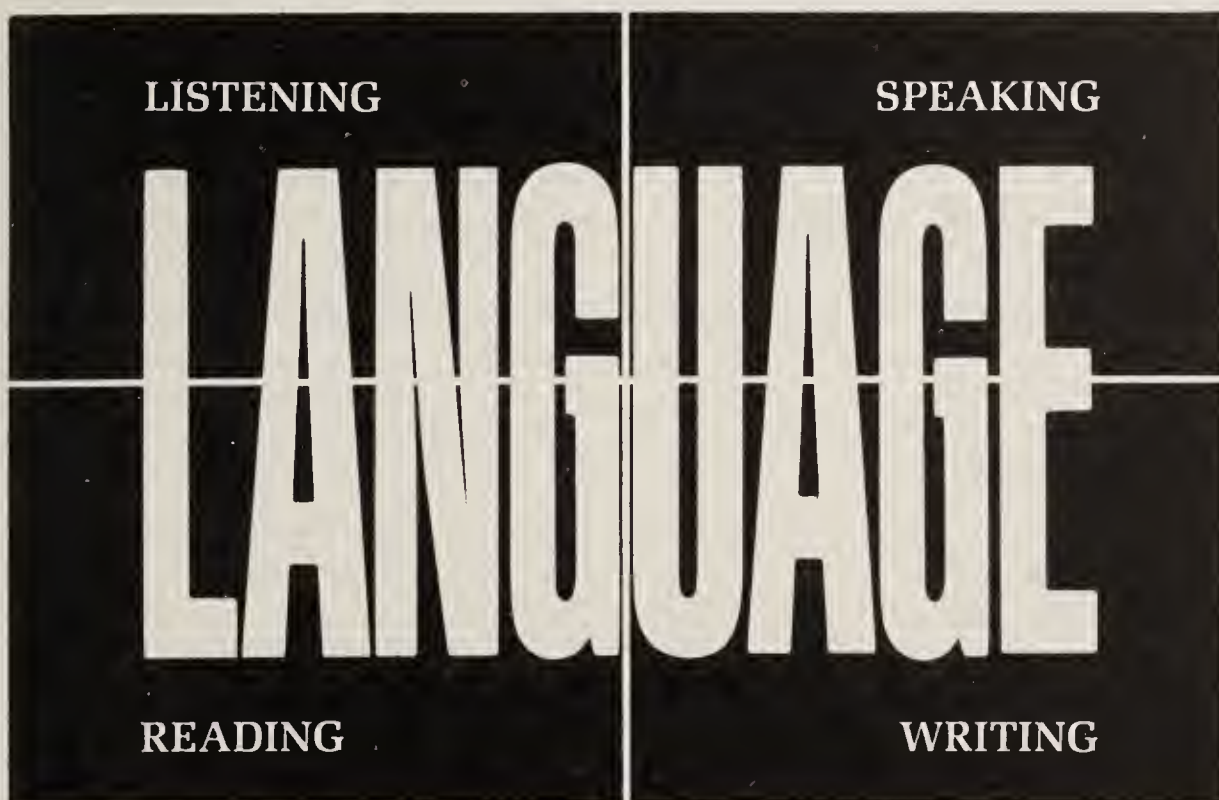
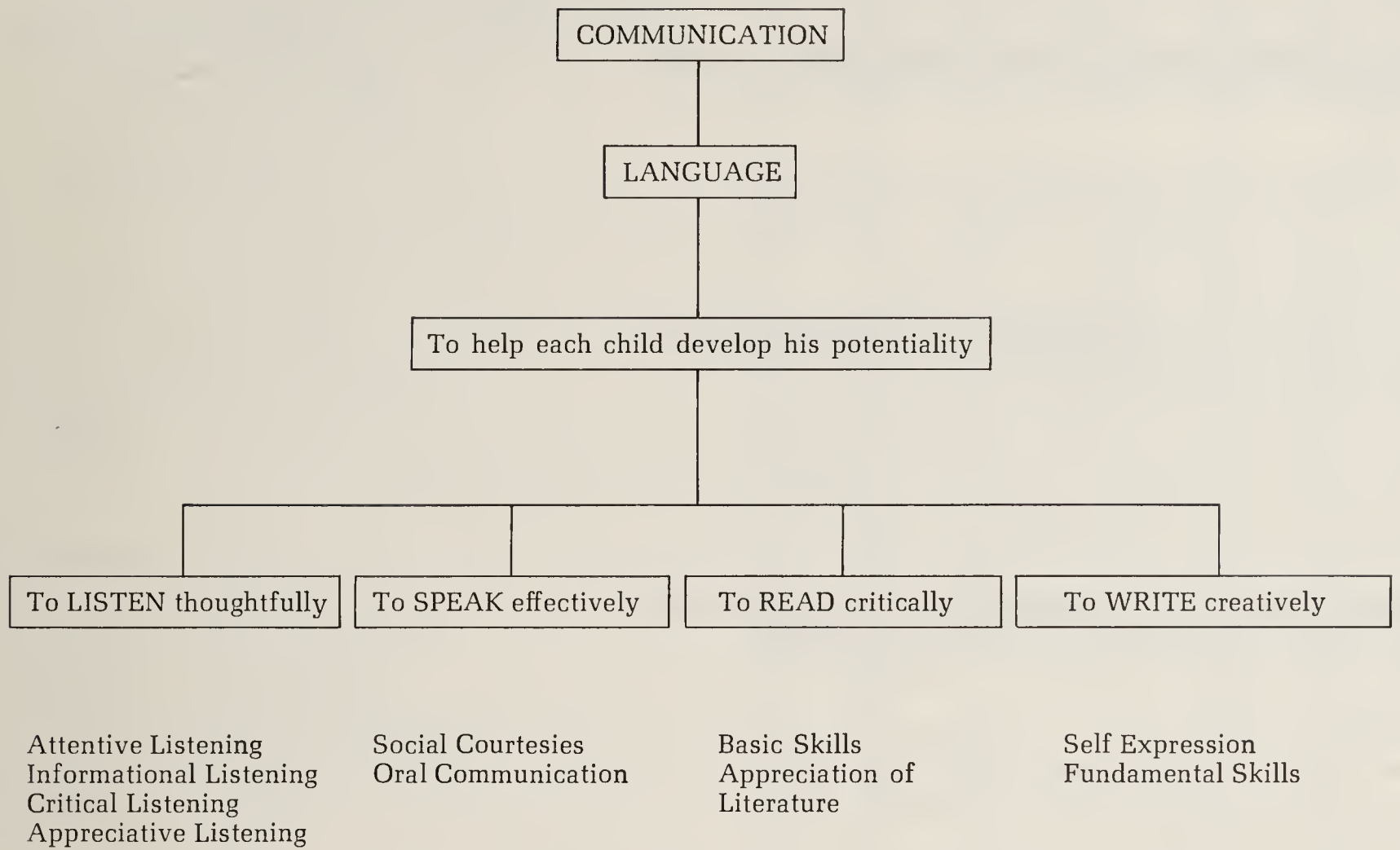
READING

The reading program begins with an understanding of word meaning and language patterns, and their corresponding symbols. As the program continues, the child learns to recognize words, phrases, and sentences, and to attach meanings which relate to his background. His understanding is enhanced through discussion which helps him to associate what he has read with the concepts he has already developed.

Children who are taught from the beginning to think about what they read, find the acquisition of word attack skills comparatively easy; but if these skills are over-emphasized, many children become so concerned with words and parts of words that they fail to understand the ideas behind the words.

Teachers have a special responsibility for presenting

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literature as the basic reading program goes forward. Literature provides humour, imagination, ennobling thoughts, and the lure of the beyond. It brings enrichment and new experiences. The child who has developed an appreciation of literature through reading is equipped to continue his education all through life.

WRITING

An effective language program includes an abundance of enriching and stimulating experiences, instruction in mechanics, and guidance in evaluation. It provides many opportunities for children to conclude that writing is revealing, valuable, important, and exciting.

As ability to write develops, there will be many opportunities for improvement of form and style without stifling enthusiasm and fluency. Premature or excessive emphasis on handwriting, spelling, and structure, or a failure to give a child the help he needs, can damage both his progress and attitude. When children have ideas, they will welcome suggestions and guidance for expressing these ideas clearly and accurately.

LINGUISTICS

No statement on language teaching would be complete without reference to the implications of linguistics for the elementary school.

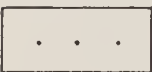
Children should develop an enthusiasm for their mother tongue and acquire an interest in the nature of language. They should learn how language works and how it can be used.

Grammar is not an end in itself. There is no grammar outside the sentence. Words by nature do not belong to a specific class. Their function in the language unit determines their use. Consequently, children must not be bored by unrealistic grammatical identification exercises, and must not be burdened and confused by inaccurate definitions. A beginning of grammatical awareness should be made. Teachers should communicate to children the excitement and challenge inherent in the process of discovering the structure of our language. Emphasis, however, should be on socially acceptable construction — correct usage.

ORGANIZATION

In order to present a systematic description of language development, charts have been organized to describe the four facets of the program.

The following is a key to the interpretation of the charts:



indicates informal and incidental kinds of experiences for the child;



indicates class activities planned and directed by the teacher so that the child will discover and have experience with the learning indicated;



indicates that the learning is maintained, extended, and enriched.

The pattern of development indicated on the charts is meant to be used as a guide. In general, it attempts to represent current opinion about the progress of “average” children. It is not intended to delineate specific limits, because of the differences among children both within a class, and from class to class.

Reading	K	Primary			Junior		
Basic Skills							
Developing ability to recognize words and meanings							
Sight Vocabulary word form	●●	■	■	■	■	■	■
Context Clues							
picture	●●	■	■	■	■	■	■
meaning	●●	■	■	■	■	■	■
Phonetic Analysis							
auditory discrimination		■	■	■	■	■	■
visual discrimination	●●	■	■	■	■	■	■
consonants	●●	■	■	■	■	■	■
consonant digraphs		●●	■	■	■	■	■
consonant blends		●●	■	■	■	■	■
substitution of initial and final consonants		●●	■	■	■	■	■
consonant digraphs		●●	■	■	■	■	■
consonant blends		●●	■	■	■	■	■
vowel sounds		●●	■	■	■	■	■
phonetic principles		●●	■	■	■	■	■
Structural Analysis							
compound words		●●	■	■	■	■	■
root words		●●	■	■	■	■	■
inflectional endings		●●	■	■	■	■	■
contractions		●●	■	■	■	■	■
prefixes, suffixes		●	■	■	■	■	■
syllables and rules of syllabication		●●	■	■	■	■	■
Dictionary Skills							
alphabetical sequence		●●	■	■	■	■	■
personal dictionaries, word lists		●●	●●	●●	●●	●●	●●
root words		●●	■	■	■	■	■
study of dictionary as a source of reference		●	●●	●●	■	■	■
use of dictionary for information in all areas of study		●	●●	●●	■	■	■

(continued on page 8)

Reading	K	Primary			Junior		
■ Developing ability to understand and interpret	●●						
Main idea							
Detail							
Sequence							
Comparisons							
Inferences							
Judgements							
Conclusions							
Outcomes							
Evaluations							
■ Developing ability to read effectively in audience situations							
Personal stories, reports, plans							
Stories							
Poetry	●●	●●	●●	●●	●●	●●	●●
Announcements, news items							
Choral reading	●●						
Role playing, dramatizations, puppetry	●●						
Reading correlated with all subject areas	●●						
■ Developing ability in related skills							
Using table of contents and index of books		●●	●●	●●	●●	●●	●●
Skimming			●●	●●	●●	●●	●●
Using globes, maps, graphs, charts		●●	●●	●●	●●	●●	●●
Using other reference materials	●●	●●	●●	●●	●●	●●	●●
Appreciation of Literature							
■ Inculcating an interest in and a desire for reading as a source of satisfaction, enjoyment, and growth							
Teacher reading to pupils							
Teacher guiding independent reading of pupils		●●					
■ Exploring, appreciating, and enjoying good literature in all subject areas		●●	●●				
■ Encouraging voluntary memorization of favourite selections	●●	●●	●●	●●	●●	●●	●●

Writing	K	Primary			Junior		
Self Expression							
Developing ability for self expression and evaluation							
Labels, signs, lists, announcements	●	●	●	●	●	●	●
Relating personal and group experiences		●	●	●	●	●	●
Outlines, reports, records	●	●	●	●	●	●	●
Diaries, newspapers		●	●	●	●	●	●
Letters	●	●	●	●	●	●	●
Stories		●	●	●	●	●	●
Rhyming and verse making		●	●	●	●	●	●
Play writing			●	●	●	●	●
Biographies, autobiographies			●	●	●	●	●
Encouraging vocabulary enrichment	●	●	●	●	●	●	●
Developing sensitivity to effectiveness of form		●	●	●	●	●	●
Fundamental Skills							
<i>Handwriting</i>							
Developing legibility with reasonable speed							
Print script	●	●	●	●	●	●	●
Cursive writing		●	●	●	●	●	●
<i>Spelling</i>							
Developing ability to spell correctly words needed for written communication							
Word study in all subject areas	●	●	●	●	●	●	●
Mastery of most frequently used words		●	●	●	●	●	●
Developing effective techniques for learning to spell		●	●	●	●	●	●
Keeping personal spelling lists		●	●	●	●	●	●
Keeping personal spelling records and graphs		●	●	●	●	●	●
Using the dictionary as an aid for correct spelling		●	●	●	●	●	●

(continued on page 10)

Writing		K			Primary			Junior		
Usage										
■ Developing suitable structure, punctuation, and usage as aids to effective communication										
Sentences										
Paragraphs										
Words										
vocabulary enrichment										
dictionary references										
functions of words – as used in children’s writing										

B. SUGGESTIONS

LISTENING

- 1 The general atmosphere and organization of the classroom contribute to the development of attentive listening. The teacher should:
 - exemplify good listening habits by being attentive to the words of the children and by showing thoughtful consideration of their statements;
 - remember that too much talking by the teacher tires the children and causes a lack of concentration in the class;
 - give instructions clearly and simply;
 - make statements once only, so that children learn to listen attentively;
 - remember, when speaking to children, that their listening vocabulary is usually more extensive than their speaking vocabulary, and so he should not “talk down” to them;
 - encourage children to give the same kind of attention to one another as they are expected to give to the teacher;
 - realize that there are more opportunities for children to listen to one another in small groups than in the large class group;
 - help children to develop standards for effective listening;
 - identify children who do not hear normally and adjust to their hearing difficulties;
 - remember that a feeling of empathy between each child and his teacher is the strongest factor in the development of good listening.
- 2 The first step in teaching phonics consists of training in auditory discrimination — that is, hearing likenesses and differences in sounds. A child must be able to hear a sound accurately before he can produce this sound in his own speech. He must be able to produce this sound in his own speech before he can make use of it later in associating sound with the symbol that represents it. It is vital, therefore, that

time be devoted to auditory discrimination; for example:

- classroom sounds, nonverbal sounds;
- sounds — near or far, high or low, loud or soft;
- animal sounds;
- music — piano, records, instruments;
- recognition of rhyming words;
- recognition of words with similar beginning sounds;
- recognition of initial, medial, or final position of sounds.

- 3 By the time a pupil reaches the Junior Division the basic listening skills have been introduced and developed. The refining, extending, and enriching of skills is fully as important as their introduction.
- 4 It should be noted that a review is not only a looking back over but can be a second view from a new, fresh, and interesting point of view.

SPEAKING

- 1 In all oral communication the teacher's speech should be exemplary: a pleasing and expressive voice, clear enunciation, correct pronunciation, interesting and effective language.
- 2 Each classroom should have an environment which provides opportunities for a variety of experiences for each child such as library, science, excursions, sharing time, picture-making, construction. These will build up his stock of ideas or concepts and give him something to talk about to other children and to his teacher. In this way the number of words that he can use with understanding will be increased, and he will become more skilled in expressing his feelings and ideas in words. These skills lay a foundation for success in reading because a child cannot easily learn to read words that describe experiences he has not known.

- 3 It should be remembered that the expression of an idea is of prime importance. Children should be encouraged in every way to express ideas and to be made to feel that their contribution is appreciated.
- 4 Children are interested in words. If attention is drawn to interesting and effective words and figures of speech in day-to-day happenings, conversations, discussion of pictures, stories, and poems, children will attempt to incorporate these words and figures into their own speech.
- 5 Children can be helped to develop standards for effective speaking.
- 6 Suggestions for improving oral language can be given in an informal and inconspicuous way without sacrificing the continuity of thought or the security and confidence of the child. Major speech difficulties should be referred to the speech specialist.
- 7 It is not necessary to insist that pupils should always speak in complete sentences. In oral expression, a word, a phrase or a sentence can be an appropriate response.
- 8 From the beginning the correct terminology should be used; for example, a sentence should be called a sentence.
- 9 "Sharing Experiences" provides opportunities for thoughtful listening, clear thinking, and effective speaking.
 - Children need to be made aware that listening and responding are important aspects of the group sharing time.
 - Attention should be given to the seating arrangements of the classroom to ensure opportunities for good discussion. Seating children informally and intimately around the teacher increases the frequency and improves the quality of participation.
 - An attempt should be made to vary the organization of "Sharing Experiences"; for example, a pupil chairman, a panel, one group in charge, radio broadcast, television broadcast.
 - By means of comments and questions, the teacher can help children see how their various experiences fit into the world about them. He has the opportunity also of helping them become sensitive to the problems of others,
 - The teacher should be aware that each child can be helped to organize ideas and to present them effectively, so that listeners will wish to hear what he has to say.
- 10 The importance of dramatic play and dramatization cannot be over-emphasized. In addition to developing the effective control and use of language,

gesture, and movement they also provide an opportunity for children to clarify their understanding of relationships, and an appropriate outlet for the release of feelings and tensions.

- The emphasis should be on spontaneity.
- Elaborate properties are unnecessary.
- There should be a variety of experiences to encourage growth in expression suited for individual needs and interests of children; for example:

dramatic play within the learning centres during the development of interests, following a story or poem;
 tableau, pantomime, presentation with dialogue; puppetry;
 presentation of plays, improvisations, and dramatizations of stories.

READING

THE TEACHING OF READING

Educators generally agree that there are many effective ways to teach reading. Research projects are being carried out to study and compare major approaches to the teaching of reading. These involve a comparison of Basal Reader, Initial Teaching Alphabet, Language Experience, Linguistics, and Phonics.

Teachers have always combined the language experience approach with other systems that they were using to teach beginning reading. Thus meaning, thinking, and interest were emphasized in a carefully planned sequential program of reading skills.

In current reading programs much attention is given to the combination of basal readers and the language experience approach. In some schools, teachers are using the language experience approach extensively. This brings together the four language skills of listening, speaking, reading, and writing, for purposeful communication based on children's experiences, interests, and thinking. Children, therefore, are motivated for learning to read because their reading grows out of their experiences.

THE CHILD'S "READINESS"

- 1 Although the expression "readiness" is used frequently in the discussion of Kindergarten and Grade 1 programs, its meaning is not always interpreted in the same way. In a broad sense readiness is when a child is able to experience success in a certain activity.

Readiness has several important implications.

- a) It is concerned with the physical, social, emotional, and mental growth of each child.
- b) It is related to the quality of his experiential background.
- c) Each child is always ready to learn something.
- d) Because of the nature of learning, it is the child who determines when he can encounter success-

fully a new experience. The teacher provides the media and arranges the environment for the learning to take place.

- e) The school program should not become highly formalized and devoted to “reading readiness”, because by its nature readiness is broad in scope and comprehensive in development.

- 2 Some children read before they come to Kindergarten. Most children have contacts and experiences with words in Kindergarten. Some children need to continue to have this same type of experience in Grade 1, before they are able to have success with a more organized program.

Some teachers use the term “reading readiness” to cover all reading experiences before the introduction of the basal readers. Because of these interpretations, many teachers claim that “Initial Reading” or “Beginning Reading” is the most appropriate expression to cover all experiences the child has with reading (a) before he comes to school, (b) in Kindergarten, and (c) in Grade 1 before he is introduced to instruction with the basal readers.

- 3 Most teachers feel that the skills which are usually associated with the “initial reading” are developed as an integral part of the daily program.

- a) The study of pictures helps children to develop skills in visual discrimination.
- b) The use of manipulative materials such as coloured sticks, blocks, and puzzles helps children to develop skill in visual discrimination. This enables them to see likenesses and differences and promotes eye and hand coordination.
- c) Listening carefully and thoughtfully in discussions and during story and poetry time helps children to develop the habit of listening for meaning.
- d) Many listening activities help children to develop skill in auditory discrimination to enable them to hear likenesses and differences among sounds.
- e) An environment rich in possibilities for varied experiences contributes to each child’s stock of ideas, his meaningful vocabulary, his ability and desire to express himself. These will enable him to understand what an author has written in the readers and other books.
- f) Stories and verses of literary merit kindle and extend children’s interests in books and reading, enlarge their vocabulary, and give valuable training in listening and in concentration.
- g) Children become acquainted with left-to-right progression when the teacher draws attention to it as words and sentences are written.
- h) Situations which involve problem-solving and decision-making lead children to think — an ability required in all reading experiences.

- 4 In planning the reading program the Grade 1 teacher notes the many individual differences in the children

of his class and observes carefully each child’s desire to learn to read by his interest in words, stories, and books. While some children will show much interest in printed symbols and use them purposely others will have no interest in words. Instead, these children need many sensory experiences and opportunities to talk about them. Their interest in printed symbols will develop at a much later time. It is the responsibility of the teacher to observe the stages of development of each child and to provide the right experiences at the right time so that all develop favourable attitudes towards reading.

- 5 An appropriate program for some Grade 1 children might include experiences and activities suggested in the Kindergarten Program.

INITIAL READING EXPERIENCES

- 1 A child in Kindergarten or in Grade 1 might express his ideas through various media such as paint, crayons, clay, blocks, box sculpture, dramatic play. He is encouraged to talk about what he has created. The teacher writes the exact words and he “reads” back what was written. In this way, he learns that a record of his experiences can be expressed in either oral or written symbols.
- 2 Once a child grasps the relationship between the spoken and the written word, reading and writing should develop simultaneously and opportunities for both should be given. At first he may show an interest in writing by tracing the words which he dictated to the teacher or by writing them below the teacher’s words. Later he may attempt to write stories independently, copying words from various available sources. These stories, which usually accompany a child’s pictures, present a record of his day-to-day experiences and interests. In addition they give the child the valuable experience of associating meaning with written symbols and of recognizing himself as an author.
- 3 There can be many opportunities for pupils to create and read interesting and purposeful materials which aid in developing and extending language skills. Use may be made of:
 - pupils’ names;
 - signs, labels, directions, notices, announcements, explanations, reminders;
 - news records, diary records, reports, outlines;
 - plans for a trip, for a visitor, for a classroom activity;
 - calendars: daily, weather, birthdays;
 - charts: monitors, work, materials, classification, reading skills, lists of words for specific uses, charts related to measurements, quantity, weight, size;

- individual booklets containing a child's pictures and stories related to an experience, an interest, an interesting storybook, a musical record;
- class booklets related to a common theme, prepared cooperatively or composed of individual contributions.

These language experiences arise out of activities in the various subject areas; for example, Social Studies, Science, Art, Health, Mathematics, Music.

DEVELOPING INDEPENDENCE

- 1 In order to become an efficient reader, a child must develop independence in identifying unfamiliar words and in associating meaning with them. In the initial period he begins to use word attack skills such as, word form clues, context clues, phonetic analysis, and structural analysis. He becomes more proficient in the use of these as he progresses through successive levels of the reading program.
- 2 There are many different ways in which children work out the pronunciation of words. One skill may be effective for one word and a different skill for another or it may take a combination of two or more skills to work out a certain pronunciation. Sometimes one skill will be needed to check another. It is essential, therefore, that children be taught all the skills and how to use them in conjunction with each other.
- 3 During the early stages of beginning reading, most children learn to recognize some words by sight. This vocabulary usually consists of words in language charts based on the children's experiences and words in other initial materials. The child accomplishes his recognition of a sight word through the form and letters of the word, the sound of the word, and his interest in it.
Some words have to be seen, heard, and used many times before they become the child's own. Some new words should be kept before the children: in phrases or sentences on the chalkboard and charts, in word lists, on picture-word cards. Such charts and other points of reference are a definite aid to recall.
After a child acquires the ability to use several word attack skills he gains independence in word recognition. The formal teaching of sight words is discontinued but through constant experience in reading, each child should increase his own basic sight vocabulary.
- 4 Each basal reading series has a carefully planned program for the development of word attack skills and comprehension skills. The manuals or guide-books list the scope and sequence for each level and suggest methods of teaching the skills so that understanding is stressed. Meaningful practice material is provided.
- 5 The range of individual differences in reading ability

tends to increase with reading instruction. Children in a group at the end of Grade 4 will show greater individual differences than they did at the end of Grade 1. Consequently the reading program in the Junior Division should be based on a continuing diagnosis of reading ability. This would involve a survey and an analysis of children's reading competencies. The instruction could then be at the individual child's needs.

READING IN THE CONTENT FIELDS

- 1 Reading is an important technique of learning and makes a contribution to all subject areas. It should be used in close relationship with other learning techniques; for example, planning and recording field trips, viewing motion pictures and television programs, listening to radio and recordings, observing and carrying out experiments, taking part in discussions, giving reports, examining graphs, charts, maps.
- 2 Children require guidance for reading in the content field. They ought to know how to skim or read for detail, get the main idea, obtain an overview of informational material, or use the specific techniques required for reading mathematical materials with precision.
- 3 Children should be given guidance in studying illustrations, maps, and diagrams.
- 4 Children should be encouraged to keep records of reading; for example, bibliographies, card indexes, filing.

SUPPLEMENTARY READING

- 1 All children need help and guidance in locating interesting books which they are able to read.
- 2 Each classroom should have a book corner with its own book collection or with books borrowed from the central library if there is one in the school.
—In order to provide suitable and stimulating material for each level of reading ability, the corner might include:
nursery rhymes,
alphabet books, picture-word books,
picture-sentence books, easy-to-read books,
pupil-prepared books;
a wide range and variety of books:
storybooks, myths; legends; folklore,
science stories, fiction, biography, autobiography,
poetry, plays, reference books.
—Children may take turns in assuming responsibility for the display of books.

Note: For suitable titles see Circular P. and J. 4, "Basic Book List for Primary and Junior Divisions."

- 3 Children should not be required to give reports of books read. They can be encouraged to share voluntarily a good story, part of a book, or a picture in a book. This may be done within a small group or with several groups operating simultaneously. Many children like to make a picture or a booklet about a favourite story. Book clubs stimulate interest. Children can be encouraged to exchange personal books.

APPRECIATION OF LITERATURE

- 1 Teachers have the responsibility and privilege of introducing children to the world of books and of helping children to select and enjoy the treasures of literature.
- 2 Teachers should read and present to the children a variety of stories and books of literary merit; for example, stories and books for entertainment, information, relaxation, guidance identification, enrichment of language, creative activities, stimulation of imagination and exploration of life and living.
- 3 Good poetry should be read to the children regularly so that they expect and enjoy it. There are many ways to help children develop an interest in poetry; for example, by encouraging them to choose favourite poems, by having them repeat interesting parts with the teacher, by correlating poetry with other interests.
- 4 As the teacher shares books with children she can lead them to appreciate format, illustrations, author, and illustrator.

WRITING

CREATIVE WRITING

In the Primary Division

- 1 In view of children's wide interests, the interrelationship between reading and writing, and the ease of manuscript writing, there should be opportunities for creative writing experiences as early as possible in each child's school program.
- 2 A creative writing program encourages each child to:
 - recognize the worth of himself and his ideas;
 - select and write about his own interests and ideas;
 - write frequently and to share his stories with others;
 - set up his own criteria to be used as a basis for evaluation.These purposes can be accomplished only when children are given many opportunities to express ideas in writing.
- 3 As an indication of some of the areas of the creative writing program, the following points might be considered:

- a) Children select topics related to their experiences and interests, associated with events, and with appeal to their imagination; for example, community, family, school, and classroom situations; correlation with "subject areas"; seasons and special days; pictures; books and stories; pets and animals; hobbies; excursions; diaries.
- b) Each child should know that someone will hear or read what he writes; for example, two children might read their stories to each other; each child might read in a small group; one child from each group might read his story to the class. Children's stories might be reproduced for class and school newspapers; for class booklets and individual booklets for the library centre; for puppet shows; for mock-radio and television programs; for real letters, invitations, thank-you notes, get-well notes.
- c) Certain procedures help some children achieve more satisfying results.
 - Children can be encouraged to discuss their interests and ideas. Pictures and concrete materials might be used to create interest. Starting aids might be provided for children who wish to use them or who need the assistance. Beginning sentence, key words, and closing sentence are helpful.
 - In the beginning there might be some co-operative sentences and paragraphs composed by children and dictated to the teacher. There are individual efforts, also, when a child tells the teacher what to write concerning his picture. He might try to copy the words written by the teacher. Children should be urged to begin on their own as soon as possible. They require considerable assistance and encouragement from the teacher in getting started. Unlined paper is recommended for some children because lines tend to hamper their flow of expression.
 - A specific language skill might occasionally be emphasized for a writing activity; for example, writing complete sentences; using correct punctuation for each sentence; keeping sentences in order; writing a good beginning sentence, an effective closing sentence; using interesting and effective words; choosing good titles.
 - Children should be encouraged to become resourceful in spelling unfamiliar words; for example, locate words in basal readers, story books, picture dictionaries, charts, chalkboard, personal dictionaries and spelling lists; use phonics and their knowledge of word structure to write words or parts of words; ask teacher to write difficult words on scratch pad.
 - Basic steps for writing activities can be followed — such as think and write, read and

improve, read to someone or copy for a purpose.

- Children should expect to recopy their work correctly only for a special purpose such as for school or class newspaper.

4 The teacher has a vital role in evaluating a child's written expression and in helping him evaluate his own efforts.

- Each child, whatever his maturity and ability, should feel a measure of achievement from each language experience and therefore look forward to the next.
- A child's work cannot be judged by adult standards. Individual evaluations must take into account the child's ability and the effort he has made.
- The teacher should be tolerant about spelling, punctuation, and usage – provided children understand that they will be expected to improve these as they learn them through their daily work.
- Positive merits should be recognized, such as, ideas, choice of words, variety of sentences, expression, punctuation, capitalization.
- The teacher should diagnose particular weaknesses and give help to individual children, to a small group, or when necessary, to the whole class. It is important to remember that children who do not express themselves well in writing need practice, patience, and help in speaking and listening. Only as the other language aspects improve, will writing improve.
- Children can be encouraged to learn their own editing techniques and to establish their own criteria to be used as a basis for evaluation, revising these as learning takes place.

In the Junior Division

While prime concern must be given to the creative process, the teacher must establish in the classroom a climate that enables children to seek the guidance necessary to express their ideas in writing that is clear, accurate, and in a form that is suitable for their stage of development. As in the case of oral expression, instruction in written expression must be largely individual and specific.

Suggestions for Encouraging Creative Writing

- a) Conversation about interesting things leading to co-operative stories, reports, letters, dramatizations.
- b) Reading aloud good prose and poetry – give literary background, provide models, develop ability to judge standards.
- c) Encouraging children to look into their own wealth of experience for ideas.
- d) Trips in search of sights, sounds and smells.
- e) Use of pictures and concrete material.
- f) Cooperative writing of poetry.

- g) Made-to-order story (composed from a list of words and phrases for a beginning paragraph).
- h) Unfinished story.

Suggestions for Creative Writing In the Content Fields

Much creative writing can be done in correlation with other subjects.

Science

- Writing reports
- Listing materials
- Writing letters
- Keeping a bibliography
- Recording experiments and events
- Keeping scrapbooks
- Writing to explain events to someone who is interested but unfamiliar with science

Social Studies

- Compose person-to-person letters
- Prepare person-to-group reports: examples from newspapers, class announcements
- Prepare summaries and point-form outlines: examples are tables of contents, agenda, sequences of events in a series or development
- Compose agenda, invitations to meetings, minutes, resolutions
- Write or arrange points in columnar or tabular form, for example, comparisons and contrasts
- Translate into words the “meaning” of a cartoon, drawing or photograph
- Introduce with examples the meanings of “particular” and “general”, or statement and illustration, or argument and evidence, or main idea and supporting detail

Art and Music

- Write stories, make booklets about famous artists after research and study; for example, a booklet “Three Geniuses: El Greco, Mozart, Michelangelo.”

FUNDAMENTAL SKILLS

Handwriting

- 1 It is recommended that reading and writing develop simultaneously because of the interrelationships between the two processes and because each supports and strengthens the other. It is important, therefore, that teachers adopt methods by which children might acquire the handwriting skills necessary to keep pace with their progress in learning to read.
- 2 Many children use pencils and crayons before they come to school. They make pictures, attempt to “scribble” a letter to someone, and try to write their own names. Their purpose for writing is to communicate – not to learn the art of handwriting. It is to

be expected that children will bring to Kindergarten or to Grade 1 this interest in writing and also the concept that writing helps them say something.

3 Because of individual differences there is a wide range in the writing experiences of children entering Grade 1.

—Whether or not they have attended Kindergarten many children are able to write at least one of their names. Some children are not interested in doing any additional writing while others trace the teacher's writing or try to copy what the teacher writes. Occasionally some write independently, copying words from various available sources.

—Children write capital letters more frequently than lower case because they are easier to make and because children are more familiar with them through signs and advertisements.

—Much of the writing is done on unlined paper with large pencils, crayons, paint brushes, or felt pens.

4 The following procedures help children gain a feeling of competence in writing to keep pace with their ability in learning to read.

—There is an introductory lesson period to practise the basic shapes of circles and lines.

—Several letters of similar formation, such as o, a, c, e, are introduced at the same time, with children practising them at the chalkboard and on unlined paper. When this is done, it requires a very short period of time for children to attempt to write all the letters of the alphabet.

—Later, if necessary, the teacher can help children improve their writing by working with individual letters.

—Children are encouraged to write words as early as possible to enable them to use writing purposefully.

—The use of unlined paper in the beginning removes some of the initial difficulties for many children.

—Correct formations of the letters should be in evidence for children's reference.

—The emphasis throughout is to encourage each child to use his writing to express his thoughts and feelings for himself and for others to read.

5 Many school systems have developed a writing program for their schools. For other schools the following points might be considered:

—Manuscript writing is recommended for use in Grades 1 and 2.

—Some teachers recommend writing manuscript letters without lifting the pencil, if possible.

—Manuscript letters should be made with strokes that match the left to right direction of the cursive writing; for example, the circular part of the letter "d" should be made before the vertical line.

—If the height of the manuscript letters is reduced in

Grade 2 the lined paper could have guide lines for the lower case letters.

—Slanted or vertical cursive writing is introduced in Grade 3 or in the latter part of Grade 2. Many teachers recommend the same type of paper for cursive writing as was used for manuscript writing.

6 By the time children reach the Junior Division they have developed legibility and reasonable speed in their handwriting. Individual guidance may be necessary but there is little place for class instruction in formal handwriting.

Spelling

1 Children discover readily that their own words and sentences are more interesting, meaningful, and challenging than drill on meaningless mechanics and details. When children begin to sense the purposes of writing, they see the reasons for learning to spell words and for producing legible manuscript writing.

2 Not all children learn to spell in the same way. Whatever method is most effective for a child, he makes best progress in learning to spell useful and meaningful words.

3 In Grade 1 there is much incidental learning of spelling.

—Children can be helped to become aware of words and to look at them closely.

—Children can be encouraged to become resourceful in locating words which they want to use; for example, in story books, picture dictionaries, charts, pupil-prepared books, chalkboard, signs, directions, word lists, basal readers.

—Children can use phonics and their knowledge of word structure.

4 In Grades 2 and 3 there are many activities which involve spelling and there are numerous opportunities for the teacher to draw attention to the sequence of letters and the structure of words.

—As in Grade 1, children should be encouraged to become resourceful in locating words and to use phonics and word structure.

—In their dictionaries children might write in alphabetical lists the words used most frequently and other words which arouse their interest.

—If spelling lists are used the words should be related to the pupils' writing needs and should be learned in meaningful contexts not in isolation.

5 In the Junior Division the emphasis in all written work is on creative expression and communication. Children must realize that correct spelling is part of the communication process. The teaching of spelling done in context is preferable to teaching spelling as an end in itself.

- 6 Children should be encouraged to rely increasingly on their own ability to verify spellings about which they are uncertain.
- 7 Since the only evidence of a pupil's mastery of spelling is his ability to reproduce words accurately in his own written expression it is important that he be given many interesting and challenging opportunities to express himself in writing.

Usage

In the Primary Division

- 1 Children learn that clear, precise writing is essential for effective communication of interests and ideas. Skills develop through writing activities, instruction and effort.
- 2 Punctuation marks, capitalization, correct usage, and structure are introduced informally with the earliest creative writing activities and are developed sequentially and purposefully as children continue to write and should not interfere with the expression of ideas.
- 3 It is much more effective for children to learn the appropriate word through writing than to choose the correct words for activities where blanks are to be filled.
- 4 Hearing and using suitable language patterns contribute to written expression. The reading of written material aloud is, therefore, an effective method for the improvement of expression.

In the Junior Division

- 1 The classification of a word depends on how it is used in a sentence. The teaching of the parts of speech should be related to the use of words as they appear in the sentences in children's writing. Identification exercises bore children and inaccurate definitions confuse and burden them.
- 2 Children should realize that punctuation indicates merely the stress, intonation and pauses in speech. The socially-accepted correct usage should always be the guide.

